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THE EFFECT OF STORYTELLING ON STUDENTS' SPEAKING ABILITY

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Abstract: This study aims to determine whether short storytelling can improve students' speaking ability at MAN 1 BIMA. This research used a pre-experimental research design with a quantitative approach. In this research, the samples were taken from students' grade X Bahasa in MAN 1 BIMA. The total number of samples was ten students. Purposive sampling was used. Speaking test was used to collect the data. The collected data were analyzed descriptively and by using t-test. The results show that 1) the use of short storytelling is effective in improving the students' speaking ability, 2) the students' speaking ability in terms of pronunciation in speaking English can be improved after applying short storytelling, and 3) there was a significant difference between the students' speaking ability before and after using short storytelling.

Keywords: speaking ability, short story telling, speaking, pronunciation

INTRODUCTION

In learning English, there are four primary basic skills that students need to master. They are Listening, Reading, Speaking, and Writing. The four basic skills are related to each other by communication (oral and written) and the direction of communication or receiving information. Understanding spoken language is the goal of listening. Reading entails comprehending the main supporting ideas in written language (Hornby, 1995). Oral language is the focus of speaking. The ability to express oneself through writing is referred to as writing. Speaking and writing are production skills, whereas listening and reading are receptive skills (Andrew, 2008).

Among the four skills in English, Speaking is an oral language skill that allows people to communicate with one another by expressing human ideas, feelings, options, thoughts, or information (Anriani, 2020). For high school students, speaking is one of the most challenging tasks. Speaking skill reflects whether or not someone has mastered the language. Moreover, many students want to be fluent and not stammer when speaking, but this is very difficult because many things must be mastered or learned, especially speaking in English. Students must practice a lot to speak well (Fajri, 2018). At school, students certainly do not only learn to speak; many discussions must be mastered by students, such as vocabulary, grammar, and others. Now, the main problem for students in learning to speak is a lack of reading, less confidence, and less communication with others using English. Those problems make them difficult to communicate in English. One of those speaking problems might be caused by unsuitable methods and techniques.

However, there are some problems with the students' ability to speak. The problem stems from their lack of interest in the teaching and learning process, as well as their feelings of discomfort, laziness, and boredom. They are also too shy to speak in English, fearful of

making a pronunciation error, and the method that English teachers use to teach English does not match the content. Furthermore, students do not have enough time to practice their speaking. One viable solution to these problems is for English teachers to reconsider their teaching methods and use short stories as a media for teaching speaking.

Based on the preliminary study in MAN 1 BIMA, it was found that many students still struggle to learn to speak. Because of a lack of reading, vocabulary, and other problems, students may feel uncomfortable speaking in front of a class; they are too bashful and hesitant to talk in English. Many reasons may contribute to these problems, including the lack of confidence, fear of making mistakes, lack of interest in the content, or media coverage of the English teaching technique. One of the techniques for learning English that can help students to improve their speaking ability is the straightforward storytelling technique. Learning to speak using the short storytelling method is related to the curriculum at school with narrative text learning materials. The previous study entitled "Storytelling to improve students' speaking skills (Zuhriyah, 2017) showed that the students' speaking skills improved after the implementation of storytelling.

This study aims to determine whether short storytelling can improve students' speaking ability at MAN 1 BIMA.

RESEARCH METHOD

This research used a pre-experimental research design with a quantitative approach. The data derived from speaking samples from students' grade X Bahasa in MAN 1 BIMA; that is their short story-telling. Short storytelling was an independent variable while the students' speaking ability was the dependent variable. The population of this research was the student's grade X at MAN 1 BIMA West Nusa Tenggara. The total population was 330 students, consisting of 156 male and 174 female students. In this research, the samples were taken from Grade X Bahasa in MAN 1 BIMA. The total number of samples was ten students. Purposive sampling was used. Then, speaking test was administered by asking each student to deliver a short storytelling. After collecting the data, the next stage was the data analysis. The following is the findings and discussion related to the data analysis.

FINDINGS AND DISCUSSION
Findings
1. Students speaking ability in the pre-test

The data in this section are the results from the pre-test given to the ten students.

Table 1. the Score of the Pre-Test

Name	Pre – Test					Sum	Mean
	Fluency	Pronunciation	Accuracy	Clarity	Performance Skill		
S.1	60	50	53	55	58	276	55.2
S.2	65	55	60	57	65	302	60.4
S.3	67	60	65	58	60	310	62
S.4	50	50	52	50	55	257	51.4
S.5	40	35	40	40	40	195	39
S.6	70	60	65	65	65	325	65
S.7	45	30	35	35	40	185	37
S.8	50	45	45	45	40	225	45
S.9	40	40	45	34	55	214	42.8
S.10	40	40	40	40	55	215	43
Total						2504	50.08
Highest Score						325	65
Lowest Score						185	37

Based on the pre-test result, it is found that no one of the students got a score passing the minimal mastery level criteria (KKM) for English lessons. According to Table 1, of the students who took the pre-test, 3 (30%) got fair scores, 5 (50%) got poor scores, and 2 (20%) had abysmal scores for speaking ability. None of them scored very well.
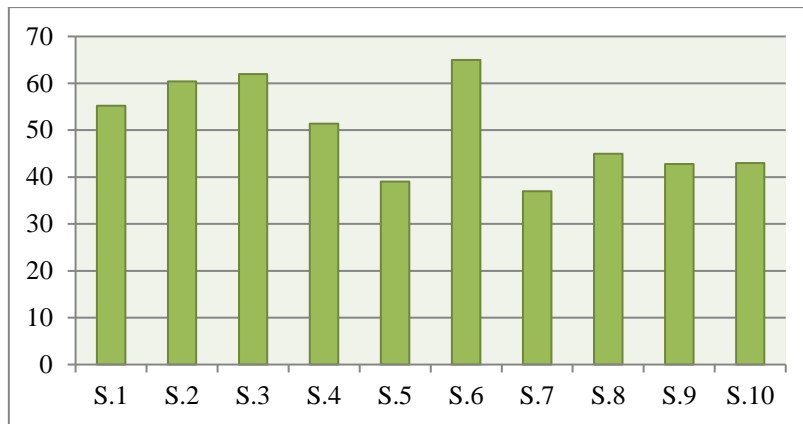

Figure 1. the Mean Score of Students Pre-Test

According to research findings presented in figure 1 above, students who get "fair" scores occasionally still stammer when pronouncing words and remain confused when speaking because the rest rarely practice and frequently use their native tongue in class. The "poor" students occasionally struggle with correct word pronunciation and frequently make mistakes in their pronunciation. Students who receive a grade of "very poor" cannot communicate effectively in English, speaking with incorrect pronunciation or illegible storytelling.

2. Students Speaking Ability in Post-Test

The rate students score on the test determines how much more frequently they speak after treatment.

Table 2. the score of the post-test

Name	Post-Test					Sum	Mean
	Fluency	Pronunciation	Accuracy	Clarity	Performance Skill		
S.1	65	60	65	60	70	320	64
S.2	70	65	65	68	70	338	67.6
S.3	65	60	65	65	68	323	64.6
S.4	60	60	55	55	60	290	58
S.5	50	40	45	40	40	215	43
S.6	70	72	70	60	70	342	68.4
S.7	45	40	40	40	40	205	41
S.8	55	45	40	40	45	225	45
S.9	50	45	45	40	55	235	47
S.10	55	55	55	50	60	275	55
Total						2768	55.36
Highest Score						342	68.4
Lowest Score						205	41

The post-test results indicated that no students had achieved the score of 70 which is considered as a satisfactory grade for English lessons. However, after undergoing the treatment, there was an increase in students' scores on each aspect of the speaking assessment. It can be seen from the rate percentage and complete classification of the students' speaking scores from

the post-test. The table of the students' post-test showed a variety of scores. The table shows that, out of 10, 4 students (or 40%) were given a "fair" score, and six students (or 60%) were given a "poor" score.
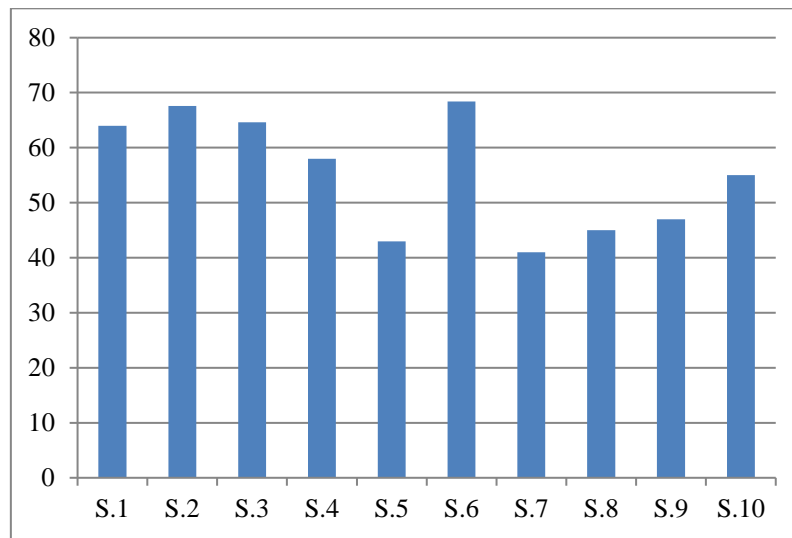

Figure 2. the mean score of students' post-tests

According to research findings presented in figure 2, students who got a "fair" score frequently used the local language in class and rarely practiced it, which caused them to stumble when speaking each word. The correct pronunciation of words is difficult for "poor" students, who frequently mispronounce words. This study pays attention to the students' pronunciation as the lesson focused on whether the students can pronounce the words correctly.

3. The Classification of the Students Speaking Ability in Terms of Pronunciation in Pre-Test and Post-Test

The rate of students' scores obtained through the test was calculated to determine the increase in students' speaking after receiving treatment.

Table 3. Rate percentage and frequency pre-test and post-test of students speaking ability scores in terms of pronunciation

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	85-100	0	0	0	0
2	Good	75-84	0	0	0	0
3	Fair	60-74	2	20%	5	50%
4	Poor	40-59	6	60%	5	50%
5	Very Poor	0-39	2	20%	0	0
Total			10	100%	10	100%

Table 3 shows that from the classification of students' speaking ability scores in terms of pronunciation aspect in the pre-test, there are 6 (60%) students who got poor grades, 2 (20%) students who got inferior grades, and 2 (20%) students who got fair grades. None of them got a very good grade. Whereas, the rate percentage and frequency of the students' pronunciation in speaking gained from post-test, 5 (50%) students got fair, and 5 (50%) got poor. None of them got perfect, reasonable, and destitute.

4. The Improvement of Students Speaking Tests in Terms of Pronunciation

Table 4. the improvement of students speaking tests in terms of pronunciation

Indicator	Students Mean Score	Improvement
Pre-Test	46.5	16.55%
Post-Test	54.2	

The data in table 4 above show that there had been an improvement in the mean score of the students (16.5%) from the pre-test (46.5) to the post-test (54.2) in terms of pronunciation findings. Based on the analysis result, the post-test score in the pronunciation findings was higher than the pre-test grade.

5. T-Test of Value
The results of the t-test calculation are shown in the following table:

Table 5. Result of T-Test

Variable	Mean Score		T-Test	T-Table	Comparison	Classification
	Pre-Test	Post-Test				
Pronunciation	46.5	54.2	2.65	1.833	T-Test > T-Table 2.65 > 1.833	Significance

Table 5 indicates that the t-test value for speaking ability in terms of pronunciation was higher than the t-table value 2.65>1.833. There is a significant difference between the students' speaking in the class before and after using short storytelling in the speaking process in the tenth-grade students of MAN 1 Bima.

Discussion

As mentioned in the previous section, the data obtained from the speaking test showed that students' scores have increased from the pre-test and the scores obtained in the post-test. As (Yen, 2013) say, the use of short story improved the students speaking. The average score, the total score, and the percentage improvement between the pre-test and post-test scores for the students all confirmed this. According to the research, using short storytelling increases students' average scores. It is because the use of short storytelling was effortless to learn, and students were delighted when taught using short storytelling. This further strengthen what Ellis and Brewster (1991) had claimed. Ellis and Brewster (1991) stated that "stories are motivating and fun; they can help students develop positive attitudes towards the foreign language and enrich their learning experiences." Similarly, Pardede (2011) also claimed that short stories can also be a powerful and motivating source for teaching speaking.

Based on the findings, it is proven that the students' speaking ability improvement who taught by using short storytelling got better. It means that the effectiveness of short storytelling in teaching speaking can achieve. The average score and percentage of the students' pre-test and post-test results support this.

During the pre-test, due to students' lack of practice practice and frequent use of their native tongue in class, students were often stammered when speaking. The most obvious finding can be seen from the students' poor pronunciation. Students often struggled with pronouncing words and phrases correctly. Furthermore, some students found it difficult to barely communicate in English that sometimes their story telling were intelligible.

Despite no student had achieved the score of 70 which is considered as a satisfactory grade for English lesson during the post test, a significant improvement on each aspect of

speaking assessment is obvious. It can be seen from the mean score of 50.08 in pre-test to 55.36 in post-test.

Finally, in terms of pronunciation the t-Test result was higher than the t-table value 2.65>1.833. This result indicates that there is a significant difference between the students' speaking in the class before and after using short storytelling in the speaking process in the tenth-grade students of MAN 1 Bima.

Students' Speaking Ability in Terms of Pronunciation

Based on the above problems, the researchers provided a short storytelling treatment that allowed students to show progress in the post-test. A speaking test was conducted in the pre-test to determine the students' speaking ability before treatment. In the beginning, the student's verbal ability was abysmal. They do not know how to say words well. Researchers offer short storytelling treatment. As a result, students become more active and like to talk; they can pronounce the words better after using short storytelling. In using short storytelling in speaking, it was found that students scored higher on the post-test than on the pre-test, which is supported by the difference in scores between the pre-test and post-test.

On one hand, during the pre-test, there are 6 (60%) students got "poor" grades, 2 (20%) students got "very poor" grades, and 2 (20%) students got "fair" grades. None of them got a very good. While, in the post-test, there are 5 (50%) students got "fair" and 5 (50%) got "poor". None of them got satisfactory results. The analysis above tells us the mean score of the students' test results on the pre-test is the total row score on the pre-test (465) divided by ten students = 4.65, and the mean score of the students' test result on the post-test is the total row on post-test (542) divided ten students' = 54.2. It shows that the mean score of the post-test is greater than the pre-test. The gain of means scores of the pre-test and the post-test groups is 16.55. The result of the data indicates a significant difference between the result of the pre-test and post-test, at the level of significance (a) = 0.05 and (df-N) = 10-1, the value of the T-table = 1.833, T-test value = 2.65.

The findings of this study have shown that the use of short stories can improve students' speaking skills, especially in terms of the pronunciation. It has shown that the students' speaking skills improved after the treatment because they actively participated in the class and were consistently well done. As a result, the researchers found significant differences in pre-test and post-test scores when students spoke through short storytelling.

CONCLUSION

Based on the discussion and the results of this study the conclusions are as follow. Firstly, there is a significant difference between the result of the pre-test and post-test, at the level of significance (a) = 0.05 and (df-N) = 10-1, the value of the T-table = 1.833, t-Test value = 2.65. This means, the use of short storytelling is effective in improving the students' speaking ability. Secondly, the use of short storytelling can improve the ability of the tenth-grade students of MAN 1 Bima on short storytelling especially in pronunciation. Finally, there was a significant difference between the students' speaking ability before and after using short storytelling on each aspect of the speaking assessment.

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